

FACILITATOR / MENTOR GUIDE



Community Needs Assessment

Created: 2013

Community Needs Assessment. Atlanta, Georgia: Centers for Disease Control and Prevention (CDC); 2013.

Table of Contents

COMMUNITY NEEDS ASSESSMENT	3
LEARNING OBJECTIVES.....	3
ESTIMATED COMPLETION TIME.....	3
TARGET AUDIENCE.....	3
PRE-WORK AND PREREQUISITES	4
OPTIONS FOR FACILITATING THIS TRAINING.....	4
MATERIALS AND EQUIPMENT	5
ICON GLOSSARY	5
ACKNOWLEDGEMENTS.....	6
HOW TO FACILITATE THIS MODULE.....	7
FACILITATOR/MENTOR RESPONSIBILITIES.....	7
SECTION 1 AND 2: OVERVIEW OF MODULE AND SECTION AND OVERVIEW OF COMMUNITY NEEDS ASSESSMENT.....	7
SECTION 3: PLAN FOR A COMMUNITY NEEDS ASSESSMENT	9
SECTION 4: REVIEW AND RATE DATA.....	15
SECTION 5: RECORD AND SUMMARIZE DATA	20
SECTION 6: CREATE A COMMUNITY ACTION PLAN.....	23
CONCLUSION	27

Community Needs Assessment

LEARNING OBJECTIVES

After completion of the workbook, participants will be able to:

- Plan for a community needs assessment by:
 - Identifying a community team
 - Describing the scope of the assessment
 - Listing the questions to ask
 - Selecting sites
 - Determining data collection methods or sources
 - Identifying key informants
- Review and rate data collected from a community needs assessment
- Summarize data by creating sector data grids
- Develop and prioritize strategies for improvement
- Create a community action plan that includes:
 - Project period objective
 - Annual objective(s)
 - Activities needed to complete the objectives
 - Persons responsible for completing the activities
 - Estimated completion time

ESTIMATED COMPLETION TIME

The workbook should take approximately 10 hours to complete.

TARGET AUDIENCE

The workbook is designed for Field Epidemiology (Laboratory) Training Program (FETP) fellows who work in noncommunicable diseases (NCDs). Throughout the training, the facilitator or mentor should emphasize the role that FETP fellows may have in conducting a community needs assessment within their country context.

PRE-WORK AND PREREQUISITES

Before participating in this training module, you must complete training in:

- NCD data sources
- Program planning
- Prioritizing public health problems

Note: See the **Options for Facilitating the Training** section regarding prerequisite reading.

OPTIONS FOR FACILITATING THIS TRAINING

This training module is self-paced. Participants learn the content by reading their workbook and participating in group discussions. Participants practice what they learn by completing skill assessments; they apply what they learn by conducting a needs assessment in a community.

There are two options for facilitating this training:

1. Individual mentor-directed: A mentor helps the participant complete the training. The mentor's main responsibility will be to review the participant's work and provide feedback.

A mentor will meet with the participant a minimum of two times. At the first meeting, the mentor should orient the participant to the training, provide examples and direction indicated, answer questions, and set future modes of contact and meeting time(s). Very small groups (less than 5 individuals) may choose to work on the training together and find individual or collective mentor(s).

1. Classroom: There are two options for classroom training. For option a, participants read the training material *prior* to attending class and then review what they read in class. For option b, participants read the training material *during* class.

- a. **Participants read training material *prior* to attending class.** The participant workbook is sent to participants prior to attending class and they are asked to complete only the readings (not the exercises). In class, the facilitator reviews key points at the start of each module section. After each review, participants complete a skill assessment as directed.
- b. **Participants read training material *during* class:** The facilitator directs students to read the training material and complete the exercises as indicated in the workbook. The facilitator leads group

discussions to review what participants have read and reviews participants' answers to the exercises and skill assessments. (Note: This option extends the module length by approximately 2 ½ hours from 7 ½ to 10 hours.)

MATERIALS AND EQUIPMENT

For the Facilitator or Mentor





- Facilitator/Mentor Guide
- Flip chart and markers

For the Participant:

- Participant Workbook
- Activity Workbook
- Field Product Guidelines

ICON GLOSSARY

The following icons are used in this guide:

Image Type	Image Meaning
 Activity Icon	An activity the participant should complete
 Stop Icon	A point at which the participant should consult a mentor or wait for the facilitator for further information or instructions
 Resource Icon	A resource or website that may provide further information on a given topic
 Tip Icon	Supplemental information, or key idea to note and remember

ACKNOWLEDGEMENTS

Thanks to Shannon Griffn-Blake, PhD (Division of Community Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention) for sharing and explaining the CHANGE tool.

Thanks to Indu Ahluwalia, MPH, PhD (Division of Reproductive Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention) for reviewing this module and providing feedback and guidance.

How to Facilitate This Module

FACILITATOR/MENTOR RESPONSIBILITIES

This training module is self-paced. Participants learn the content by reading their workbook and participating in group discussions. They apply what they learn by completing skill assessments.

As a *facilitator*, you will *facilitate* or assist in the participants' learning. Your main roles will be as follows:

- **Introduce** the module topic.
- **Lead** group discussions to review or elaborate on what participants read.
- **Answer** questions that participants may have during the training.
- **Review** participants' work and provide feedback.
- **Be a timekeeper**, ensuring participants stay within a general schedule.

As a *mentor*, you will perform the same tasks and play a more active role in supporting the learner *after* the training with his or her field work.

SECTION 1 AND 2: OVERVIEW OF MODULE AND SECTION AND OVERVIEW OF COMMUNITY NEEDS ASSESSMENT

Total Estimated Time: 45 to 75 minutes




Workshop introduction: 30 minutes


Readings: up to 20 minutes

Exercise #1: 10 minutes

Group discussion: 15 minutes

Duration/ Session Type	What to Do/What to Say
30 minutes	Workshop introduction <ul style="list-style-type: none"> • Introduce yourself and ask participants to introduce one another by providing: <ul style="list-style-type: none"> ○ Their name ○ Where they work ○ Experience conducting community needs assessments

Duration/ Session Type	What to Do/What to Say
	<ul style="list-style-type: none"> ○ Expectations for the workshop • Distribute the Participant Workbook and Activity Workbook for this module. • Explain how participants will learn the skills by reading the Participant Workbook and practice what they have learned by completing four skill assessments in the Activity Workbook. Explain that there will also be brief facilitator-led discussions to clarify or elaborate on key concepts.
20 minutes	Readings Tell participants to read sections 1 and 2. <i>Skip this step if participants have completed the reading <u>prior</u> to class.</i>
10 minutes	Exercise #1 Ask participants to complete a brief Practice Exercise at the end of the readings and to check their answers with those in Appendix A.
 Activity  Stop	
15 minutes  Activity	Group discussion Facilitate a discussion on best practices or strategies for preparing for an interactive assessment with community members who have diverse cultures, values, and social norms. Planning and evaluation are often done in isolation. Questions you may ask to facilitate this discussion are: <ul style="list-style-type: none"> • How do you define “community”? • Who lives in your community right now? • What kinds of relationships are established between cultural groups? • What kinds of struggles within cultural groups exist?

Duration/ Session Type	What to Do/What to Say
	<ul style="list-style-type: none"> • Are these struggles openly recognized and talked about? • Are there efforts to build alliances and coalitions between groups? • What issues do different cultural groups have in common? • Who in the community functions as a gatekeeper of information? • What rules exist for interacting with certain community members? For example, do you need permission from a community elder before speaking with others?
 <p>Tip</p>	<p>Make the point that this module only teaches them about collecting <u>qualitative</u> data and that they would also collect <u>quantitative</u> data to assess the community needs.</p>

SECTION 3: PLAN FOR A COMMUNITY NEEDS ASSESSMENT



Total estimated time: 125 to 165 minutes



Readings: up to 40 minutes

Exercise #2: 30 minutes

Group discussion: 15 minutes

Skills Assessment-Activity #1: 80 minutes (including a 20 minute review)

Duration/ Session Type	What to Do/What to Say
40 minutes	<p>Readings</p> <p>Participants read approximately 10 pages about planning for a community needs assessment.</p> <p><i>Skip this step if participants have read the material prior to class.</i></p>
30 minutes  Activity	<p>Exercise- #2</p> <p>Ask participants to complete Practice Exercise #2 with another colleague.</p>
 Stop	

Duration/ Session Type	What to Do/What to Say
<p>15 minutes</p> <div data-bbox="272 283 378 388"></div> <p>Activity</p>	<p>Group discussion</p> <p>Facilitate a discussion on how participants can apply what they read to their own community needs assessment.</p> <p>Questions you may ask to facilitate this discussion are:</p> <ul style="list-style-type: none"> • What types of individuals would you include in your community needs assessment team? • What type of support and resources are needed to conduct the assessment (e.g., are funds allocated, are funds in-kind, will funding be required for logistical support)? • What area would your community needs assessment focus? City? District? • What community sectors would you assess? (All 5 sectors?) • What community components would you assess? (Nutrition, Physical Activity? Others not discussed in module, e.g., maternal child health?) • What are examples of sites you would assess? • What are some methods you would use to collect the data? (Individual Interviews, Focus Groups?) • What are examples of key informants at those sites that you would meet with, observe or survey?
<p>80 minutes</p> <div data-bbox="272 1318 378 1423"></div> <p>Activity</p>	<p>Skills Assessment- Activity #1</p> <ul style="list-style-type: none"> • Divide participants into pairs or small groups • Ask participants to turn to the appropriate page in their Activity Workbook. • Ask them to spend approximately 1 hour completing the exercise. • Make sure you are available to answer any questions during the exercise. • After 55 minutes, give participants a 5-minute warning. • Review participants' answers by going around the room and asking each group or pair to answer one of the questions.

Duration/ Session Type	What to Do/What to Say
---------------------------	------------------------

Sample answers below:

1. You are responsible for planning the community needs assessment in the Garden District. List the type of people you would want for your community team in the space below.

Answers should include some or all of the following people:

- *Law enforcer*
- *Faith leader*
- *Hospital administrator*
- *Community Health Worker*
- *School Principal or Headmaster (of primary school or University)*
- *Neighborhood council representative*
- *Civic leader*
- *Local advocates*
- *Local business leader*
- *Local health practitioner*

2. Identify the scope of the assessment by completing the following sections in the table below. Describe the geographic area to assess. Then list all the community sectors and community components within each sector to assess:

Duration/ Session Type	What to Do/What to Say
---------------------------	------------------------

Possible answers in italics below.

Community to Assess: Garden District

Community Sectors:	Community-at-large	Community Institutions/Organizations	Health Care	Work Sites	School
Community Components	<ul style="list-style-type: none"> • <i>Demographics</i> • <i>Physical Activity</i> • <i>Nutrition</i> • <i>Tobacco Use</i> • <i>Chronic Disease Management</i> • <i>Leadership</i> • <i>After School</i> • <i>District</i> 				

3. Refer to the completed table above. Select one community sector (e.g., school, health care, work sites) and two community components within the sector and record in the blank table below. List a minimum of three questions to include in the assessment for each community component. You may refer to Appendix A for a list of questions to ask. Read the sample provided below. Then complete the table that follows.

Possible answers in italics below.

Community Sector	<i>Answers will vary, depending on what sector they identify. Make sure questions are reasonable and that data can be collected to answer them.</i>
Community Component	<i>Answers will vary, depending on what community component they identify. Make sure questions are reasonable and that data can be collected to answer them.</i>
Questions	<i>Questions should be relevant to community component and sector</i>

Duration/ Session Type	What to Do/What to Say
---------------------------	------------------------

4. Identify the type of sites your team will visit for each sector and record in the table below. For the Community-At-Large sector, list one site. For the other sectors, list a minimum of three sites.

Possible answers in italics below.

Community Sectors	Community - at-large	Community Institutions/ Org.	Health Care	Work site	School
Sites	<i>One site should be listed that would help them assess community-wide efforts that impact the social and built environments, for example, a government facility</i>	<i>Answers may include the local college and the faith-based organizations</i>	<i>Answers should include the government run hospital and at least two of the health centres</i>	<i>Answers should include the two main businesses (computer and manufacturing) and a business related to the tourism industry</i>	<i>Answers should include a mix of public and faith-based schools, with a total of three sites</i>

5. Refer to question #4 and record one community sector and associated sites in the table below. Then complete the following.
- List a minimum of two data-gathering methods or sources your community team will use to collect information from the site(s) you have listed.
 - List the types of people or key informants your team should meet with at each site.

Duration/ Session Type	What to Do/What to Say
-----------------------------------	-------------------------------

Possible answers in italics below.

Community Sector	<i>Answers will vary</i>		
Sites	<i>Answers will vary</i>		
Data Collection Methods or Source	<i>Participants should choose one of the methods discussed in the module: focus groups, observations, walkability audit, etc.</i>		
Key Informants	<i>Answers will vary, but may include: school principal, business leaders, city planners, police chief, hospital administrator</i>		


SECTION 4: REVIEW AND RATE DATA

Total estimated time: 95 to 115 minutes

Readings: up to 20 minutes

Group discussion: 15 minutes

Skills Assessment-Activity #2: 80 minutes (including a 20 minute review)

Duration/ Session Type	What to Do/What to Say
20 minutes	<p>Reading</p> <p>Participants read 4 pages about reviewing and rating data and reaching consensus.</p> <p><i>Skip this step if participants have read the material prior to class.</i></p>
15 minutes  Activity	<p>Group discussion</p> <p>Work through the following examples with participants on how data can be rated.</p> <p>School Sector, Leadership: Does the school participate in community coalitions and partnerships (e.g., food policy council, tobacco-free partnership, neighborhood safety coalition) to address chronic diseases and related risk factors?</p> <p><u>Sample data from one site:</u></p> <p>The school participated in a community partnership for tobacco control. No other chronic disease issues or risk factors were addressed. Participation in community coalitions and partnerships were not mandatory, therefore, no policy exists.</p> <p><u>Questions to ask participants:</u></p> <ul style="list-style-type: none"> • How would you rate Policy? <i>(Possible answer: '2', because the issue of tobacco control has been put on the agenda, but no formal policy has been formulated or adopted.)</i> • How would you rate Environment? <i>(Possible answer: "2", because a few elements are in place, (e.g., the tobacco control partnership).</i> <p>Community Institution/Organization Sector, Chronic Disease Management: Does the site provide routine screening, follow-up counseling and education to patrons to help address chronic diseases and related risk factors, (e.g., poor nutrition, physical inactivity, hypertension, high cholesterol, elevated blood sugar levels,</p>

**Duration/
Session Type****What to Do/What to Say**

tobacco use and exposure)?

Sample data from one site:

The site provided routine screening for cholesterol and counseling and education about tobacco use and exposure. Both programs have been implemented for over a year, but have not been evaluated.

Questions to ask participants:

- How would you rate Policy? *(Possible answer: '4', because the site has a policy that was established and implemented that relates to providing cholesterol screening and counseling and education about tobacco use and exposure.)*
- How would you rate Environment? *(Possible answer: "3", because some elements are in place, (e.g., cholesterol screening and counseling/education on tobacco control; site does not address other chronic diseases or risk factors).*

1 hour

Activity



Stop

Skills Assessment- Activity #2

- Keep participants in the same small groups.
- Ask participants to turn to the appropriate page in their Activity Workbook.
- Ask them to spend approximately 1 hour completing the exercise.
- Make sure you are available to answer any questions during the exercise.
- After 55 minutes, give participants a 5-minute warning.
- Review participants' answers by going around the room and asking each group or pair to present how they rated one of the community components.

Sample answers below:**Physical Activity**

<i>To what extent does the work site:</i>	Policy Response #	Environment Response #
1. Promote stairwell use (e.g., make stairs appealing, post motivational signs near stairs)	4	4

Duration/ Session Type	What to Do/What to Say	
	to encourage physical activity)?	
	2. Provide a safe area outside (e.g., through lighting, signage, crime watch) to walk or be physically active?	4 3
	3. Designate a walking path on or near building property?	4 4
	4. Enhance access to public transportation (e.g., bus stops, light rail stops) within <u>reasonable walking distance</u> ?	3 4

Nutrition

<i>To what extent does the work site:</i>	Policy Response #	Environment Response #
1. Institute healthy food and beverage options in vending machines?	2	1
2. Institute healthy food and beverage options in onsite cafeteria and food venues?	4	2
3. Institute healthy food preparation practices (e.g., steaming, low fat, low salt, limiting frying) in onsite cafeteria?	4	3
4. Provide refrigerator access for employees?	4	4
5. Provide microwave access for employees?	4	4
6. Provide a sink with water faucet access for employees?	4	4

**Duration/
Session Type****What to Do/What to Say****Tobacco Use**

<i>To what extent does the work site:</i>	Policy Response #	Environment Response #
1. Institute a <u>smoke-free policy 24/7 for indoor public places</u> ?	5	5
2. Institute a <u>tobacco-free policy 24/7 for indoor public places</u> ?	1	1
3. Institute a <u>smoke-free policy 24/7 for outdoor public places</u> ?	4	4
4. Institute a <u>tobacco-free policy 24/7 for outdoor public places</u> ?	1	1
5. Ban tobacco vending machine sales (including self-service displays)?	4	5
6. Implement a <u>referral system</u> to help patrons to access tobacco cessation resources and services?	1	1

Chronic Disease Management

<i>To what extent does the work site:</i>	Policy Response #	Environment Response #
1. Provide access to chronic disease self-management programs?	4	4
2. Provide routine screening, follow-up counseling and education to patrons to help address chronic diseases and related risk factors (e.g., poor nutrition, physical inactivity, hypertension, high cholesterol,	4	4

Duration/ Session Type	What to Do/What to Say		
	elevated blood sugar levels, tobacco use and exposure)?		
	3. Adopt curricula or training to raise awareness of the signs and symptoms of heart attacks and strokes?	1	1
	4. Promote chronic disease prevention to employees (e.g., post signs reminding patrons to get blood pressure checked, quit smoking, avoid secondhand smoke)?	4	3

Leadership

<i>To what extent does the work site:</i>	Policy Response #	Environment Response #
1. Have a mission statement that includes the support of or commitment to employee health and well-being?	4	3
2. Implement a company-sponsored health promotion program?	5	3
3. Provide opportunities for employee feedback about health promotion programs?	1	1
4. Participate in community coalitions and partnerships to address chronic diseases and related risk factors?	4	3

SECTION 5: RECORD AND SUMMARIZE DATA

Total estimated time: 65 to 90 minutes

Readings: up to 25 minutes

Group discussions: 20 minutes

Skills Assessment-Activity #3: 45 minutes (including a 15 minute review)

Duration/ Session Type	What to Do/What to Say
---------------------------	------------------------

25 minutes

Readings

Participants read 5 pages about recording and summarizing data.

Skip this step if participants have read the material prior to class.

20 minutes



Activity

Group discussion

Ask participants to explain the importance of using a Sector Data Grid. Show participants how to create a Sector Data Grid for the School Sector.

- Draw the column headings for a Sector Data Grid on a flip chart. (See sample on following page.)
- Provide the percentage scores from District and Physical Activity for Site #1 and show how to record the data on the Sector Data Grid. (The first site's district scores are in the tables below.)
- Read out loud the remaining percentages, e.g., "nutrition has 30% for policy and 48% for environment" and ask for volunteers to record them on the Sector Data Grid.

Site #1

Community Component	Policy	Environment
District	18%	25%
Physical Activity	15%	19%
Nutrition	30%	48%
Tobacco Use	72%	59%
Chronic Disease Management	10%	14%
Leadership	39%	46%

**Duration/
Session Type****What to Do/What to Say****Site #2**

Community Component	Policy	Environment
District	<i>48%</i>	<i>15%</i>
Physical Activity	<i>17%</i>	<i>18%</i>
Nutrition	<i>31%</i>	<i>33%</i>
Tobacco Use	<i>44%</i>	<i>39%</i>
Chronic Disease Management	<i>35%</i>	<i>44%</i>
Leadership	<i>68%</i>	<i>72%</i>

School Sector Data Grid (answers in italics)

Community Component	Low: 0-20%	Low: 21-40%	Med: 41-60%	Med: 61-80%	High: 81-100%
Physical Activity	<i>SP1¹, SE2</i>	<i>SE1</i>	<i>SP2</i>		
Nutrition	<i>SP1, SE1, SP2, SE2</i>				
Tobacco		<i>SP1, SP2, SE2</i>	<i>SE1</i>		
Chronic Disease Mgt		<i>SE2</i>	<i>SP2, SE1</i>	<i>SP1</i>	
Leadership	<i>SP1, SE1</i>	<i>SP2</i>	<i>SE2</i>		

¹ SP1: 'S' = School Sector, 'P' = Policy '1' = Site number (If you have multiple sites, number them consecutively, 1, 2, 3 and so forth.)

45 minutes**Skills Assessment-Activity #3**

Activity



Stop

- **Keep** participants in the same small groups.
- **Ask** participants to turn to the appropriate page in their Activity Workbook.
- **Ask** them to spend approximately **30 minutes** completing the exercise.
- Make sure you are available to answer any questions during the exercise.
- After 25 minutes, give participants a 5-minute warning.
- **Review** participants' answers by going around the room and asking each group or pair to present one line from the Sector Data Grid.

Sample Answers Below

Community Component	Low: 0-20%	Low: 21-40%	Med: 41-60%	Med: 61-80%	High: 81-100%
Physical Activity	WP2, WE2 ² ,			WP1, WE1	
Nutrition		WP2, WE2	WE1	WP1	
Tobacco		WE2	WP1, WE1, WP2		
Chronic Disease Mgt	WP1, WE1	WE2	WP2		
Leadership		WP1	WE1	WP2, WE2	

² WE2: 'W' = Worksite, 'E' = Environment '2' = Site number (If you have multiple sites, number them consecutively, 1, 2, 3 and so forth.)





SECTION 6: CREATE A COMMUNITY ACTION PLAN

Total estimated time: 120 to 150 minutes

Readings: up to 30 minutes

Group discussions: 10 minutes

Skills Assessment-Activity #4: 110 minutes (including a 20 minute review)

Duration/ Session Type	What to Do/What to Say
30 minutes  Activity	Readings Participants read 6 ½ pages about recording and summarizing data <i>Skip this step if participants have read the material prior to class.</i>
10 minutes  Activity	Group discussion <ul style="list-style-type: none"> • Review how to prioritize strategies. • Review how to develop a community action plan by discussing the example in table 11 in the Participant Workbook. • Ask participants for additional examples of project period and annual objectives and activities.
20 minutes  Activity  Stop	Skills Assessment- Activity #4 <ul style="list-style-type: none"> • Keep participants in the same small groups • Ask participants to turn to the appropriate page in their Activity Workbook. • Ask them to spend approximately 1 ½ hours completing the exercise. • Make sure you are available to answer any questions during the exercise. • Give participants a 5-minute warning. • Review participants' answers by going around the room and asking each group or pair to present their community action plan. <p><i>Possible answers below:</i></p> <ol style="list-style-type: none"> 1. Referring to the sample Sector Data Grid in Figure 4, draw a line indicating the cut-off point for community assets and needs. <i>Participants might draw a line to the left of the 61-80% column.</i>

Duration/ Session Type	What to Do/What to Say
	<p>2. Prioritize the community needs using criteria such as size of problem, seriousness of problem, and economic or social impact. List the 5 highest priority needs in the space below.</p> <p><i>Participants will prioritize the following needs in different priority order, depending on the criteria they select:</i></p> <ul style="list-style-type: none"> • Sale of single cigarettes is permissible. • No outdoor policies that restrict smoking or tobacco use. • No sites provided any routine screenings for chronic diseases management. • No health facilities assessed patients' tobacco use or exposure to secondhand smoke as part of a written checklist or screening for routine office visits. • 3 out of 4 sites did not provide advice and counseling during office visits about the harm of tobacco use and exposure. • 2 of the 3 schools did not offer healthy food or beverage options. • None of the schools had a referral system to help students access tobacco cessation resources or services. • Only 1 school provided access to chronic disease self-management education programs to students with chronic diseases or conditions. • None of the sites had a tobacco-free policy, either indoors or outdoors. • None of the sites have a referral system for tobacco cessation programs. • Only one company offers monthly cholesterol and blood pressure screening and a weekly fitness class. <p>3. Referring to the Policy, Systems and Environmental Change Strategies Worksheet and the list of priority needs, identify one specific community strategy to address each of the priority needs.</p> <p><i>Possible strategies may include:</i></p> <ul style="list-style-type: none"> • Influence policy prohibiting sale of single cigarettes. • Influence policy restricting smoking and tobacco outdoors at

Duration/ Session Type	What to Do/What to Say
---------------------------	------------------------

public places and businesses.

- Encourage community institutions/organizations to provide routine screenings for chronic disease management.
- Encourage health care professionals to assess patients' tobacco use and exposure to secondhand smoke at routine office visits.
- Encourage health care professionals to provide advice and counseling at routine office visits about the harm of tobacco use and exposure.
- Influence policy at schools to offer healthy food and beverage options.
- Encourage schools to provide access to chronic disease self-management education programs for students with diabetes.
- Encourage work sites to provide a referral system for tobacco cessation programs.
- Encourage work sites to offer monthly cholesterol and blood pressure screenings.

4. Prioritize the strategies using the table below.

Strategy	Time (1-5)	Resources (1-5)	Competing Priorities (1-5)	Total (T x R x C) ³	Rank
<i>This will vary, depending on strategies participants identify. Ensure that they know how to prioritize strategies using time, resources</i>					

³ Note: T=time, r=resources, and c=competing priorities

Duration/ Session Type	What to Do/What to Say					
	<i>and competing priorities and that they assigned a ranking based on the total column.</i>					

5. Create a Community Action Plan below for one of the priority strategies. (Assume a district size of 175,000.)

Community Action Plan

Policy/Environmental Change Strategy:	<i>This will vary, depending on which strategy participants have selected</i>	
Project Period Objective:	Community Component(s):	
Ensure objective is SMART ⁴ and the time line is reasonable, e.g., within 3 years.	<i>Participants should record at least one community component (e.g., nutrition) that relates to the objective.</i>	
Annual Objective(s):	Sector(s):	Number of People Reached
Ensure objective is SMART and the time line is reasonable, e.g., within 1 year.	<i>Participants should record at least one sector that the objective addresses</i>	175,000
Activities:	Person Responsible	Activities:
<i>Make sure activities are those that need to be included in order to meet the objective. Ensure the timeline is realistic.</i>		


⁴ SMART= Specific, Measurable, Attainable, Realistic, and Timely

CONCLUSION

Total estimated time: 20 minutes

Readings: up to 5 minutes

Group discussion: 15 minutes

Duration/ Session Type	What to Do/What to Say
5 minutes	Readings Participants read 1 ½ pages in their workbook.
15 minutes  Activity	Group discussion <ul style="list-style-type: none"> • Ask participants for some main points they learned in the module. Record responses on a flip chart. • Ask participants for their reactions to what they learned in the training and how they will apply the skills when they return to their job.